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Maria Ramona Vesa
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Support material for Learning / Teaching / Training Activities
A1. School Well-Being 4 All in Romania

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YOGA
FOR STUDENTS
WITH BEHAVIORAL
PROBLEMS




SENSORY
SWIMMING



METHODS AND TECHNIQUES
FOR INDUCING WELL-BEING
FOR TEACHERS



KADANS



Maria Ramona Vesa
(project coordinator)

SCHOOL
WELL-BEING 4 ALL
IN ROMANIA

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Vesa, Maria Ramona project coordinator

Contributed (in alphabetical order):

Bar, Eموke

Boros, Gyorgyi

Buboiu, Bianca

Burcă, Emilia

Copăcian, Aurelia

Dura, Anca

Kover, Monica

Moldovan, Mihaela Adriana

Oprea, Eva

Vesa, Maria Ramona

Roman, Stela

Technical editing and design:

Mihaela Adriana Moldovan

Design attribute:

Image by Freepik

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INTRODUCTION

SCHOOL WELL-BEING 4 ALL Erasmus + project is planning to have a positive impact on a range of mental health, social, emotional and educational outcomes. It will give the teachers involved proper instruments to handle SEN children well-being and their own well-being in school. These include an increase in social and emotional competences, positive mental health and well-being, and prosocial behavior, as well as a decrease in mental health symptoms and problems such as unwanted behavior for SEN students and depression, anxiety, exhaustion of teachers involved in the project.

SCHOOL WELL-BEING 4 ALL project unites 6 institutions across Europe: 3 special needs schools, 2 schools that integrate SEN children and one school center which identifies SEN pupils and offers them therapies. The project starts from the common need of partners involved to improve the well-being state for SEN children and teachers working with them through exchanging different good practices with partners across Europe.

The present brochure serves as support material for guest teachers present at first learning/teaching/training meeting in of the project: A1. SCHOOL WELL-BEING 4 ALL in Romania: Work-shops on how to create Well-being for SEN children by using Yoga method, KADANS therapy and Sensory swimming method//Work-shop on how to create Well-being for teachers through stress management techniques and different team-building games.

The brochure is intended to help them in order to future implement the new methods and techniques in their schools/institutions.

The authors are teachers from CSEI Cristal Oradea with wide experience in special needs education. CSEI Cristal Oradea, Romania, is a special school that organizes and carries out the educational and rehabilitation process of SEN students through specific pedagogical approaches/therapies and also builds other directions of institutional development: training/information in the field special education, educational services for the community etc.

Maria Ramona Vesa,
Headteacher CSEI CRISTAL ORADEA, Romania
Project coordinator

KADANS

dance as therapy

General information

Kadans, dance as a therapy is a method with therapeutic value, developed by Katrien Bruer, a dance therapist from Belgium. The word Kadans is a portmanteau, consisting of her first name and the word dance (KA + DANS). The method is based on her experience on her work with people with special needs, with different ages, inspired by the structure and background idea of the Theory of Five Rhythms and ideas or items from Primitive Expressions.

In Kadans, Katrien Bruer translated the theory and practice of "The 5 Rhythms of Gabriëlle Roth" to the target group children and adults with severe multiple disabilities. In doing so, she drew inspiration from the dance elements of "LMA" ("Laban Movement Analyses" by Rudolph von Laban) and "Basal Stimulation" (Andreas Fröhlich). Recognisable metaphors are used, images from daily life, simple symmetric or alternating movements in repetitive patterns. This allows the participants with special needs to grow in their movement repertoire according to their own unique capabilities, to master new movements while expressing themselves in their own authentic way. In Kadans, we strive for a balance between support and autonomy. We give opportunities to experience connection with themselves and others. In practice, she was allowed to experience that Kadans evokes something different for each individual, different therapeutic effects are achieved. In each participant, it bears its own fruit.

Target group

The method is addressed for children and adults with Down Syndrome, sensory impairments, autism spectrum disorder, mental disabilities and neuromotor disabilities.

Main objectives of Kadans

The purpose of Kadans is so we can remember to develop the body scheme, spatial orientation, motor coordination, imitation, personal autonomy, senses, and to offer the pleasure of dancing and moving to the music. The therapeutic value of the group helps in improving relationships between children and also between the child and teacher, reducing the self-aggressive behavior and increase self-esteem through the feeling of success. The accent is not on the quality of movements, but more to develop some social skills which can help in social integration and give for them the possibility to be together with peers and have fun in these sessions.

How we do it

The sessions have a well defined structure, a session will be repeated for ten times, to provide the feeling of security and the possibilities to learn for the participants.

The sessions are held in a group, where each child takes part according to their abilities, independent or with a shadow, a guidance person who will translate the movements and the instructions for the participant, especially in cases of children with neuromotor disabilities, where the touches and movements get an extra value.

Each session will start with saying hello, through a song accompanied with a specific rhythm. The five rhythms will be dance in the same structure, and we will finish with good-bye ritual. Each rhythm has a specific energy level of the movements, an emotion, and is connected to an element of nature.

Flowing rhythm brings us to the present, we are present in the moment, and we feel the calm through the quality of the movements. Everything is round, the movements flow out from the previous movements, harmonious, slow movements, like in tai-chi, when imagining the movements of a flying eagle or a tree in the wind. We think about movements like circles or a never ending sign. The rhythm is connected with female energy, to create, to be present. The music is melodious and harmonious, for the example Israel Kamakawiwo'Ole: "Somewhere over the rainbow".



Staccato rhythm is coming with more energy and power, the movements start to be more powerful and limited, with a clear beginning and ending. The structure is very clear, decided through by we can express our power and angry. We can compare with heartbeats, drums or flamenco dance. It is connected with male energy, here and now. Music is powerful beats, binary marching rhythms, for the example in the Movie Madagascar: "I like to move it".

In the **Chaos rhythm** we can experiment with feelings to lose control, to get rid of the negative energies. It can be compared with the explosion of a volcano or with boiling water. In cases of children with disabilities it is very important to keep a structure and offer them the possibility to return to the present, for example after free movements in the room we will return to a circle. In this rhythm are present the female and male energies. The music is an exciting, stimulating music where the tempo is accelerating for a climax, for example Blondie: "One way or another".

Lyrics rhythm is perfect to express the happiness of life, when nature is reborn in spring. The movements are funny or cheerful, playful, open movements. The group energy is very important, the possibility to connect with others in a secure space. The music is sunny, joyful and can bring about a well feeling mood, for example salsa music or brazilian rhythms.

The **Stillness rhythm** offers the possibility to relax the body and the mind, bringing for us the sensation of arriving home and resting. The music is soft and quiet, in general relaxing music. In this rhythm children are passive and they are helped by massage to relax their body.

In Kadans we use simple movements that are close to our daily life, for example rain, cutting vegetables, riding the bike, and others. In one rhythm we will use two or three movements. The voice helps us in assisting the movements, and also it gives them more energy, especially in staccato and lyrics rhythms, sometimes helps in expressing our emotions, and in lyrics or chaos rhythm to release more.



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KADANS DANCE AS THERAPY

SENSORY SWIMMING FOR SPECIAL NEEDS KIDS

General Information

Sensory swimming is a working method that aims simultaneous and successive stimulation of all senses (multisensory stimulation) but also of the muscular and bone system and offers the possibility of children with different types of disabilities to enjoy learning activities in a pleasant environment. When a child learns and has fun at the same time, I think for us, parents and educators, it is the greatest achievement. This generally happens during swimming activities, children acquire new acquisitions without them even realizing that through that play the therapist aims to achieve goals.

Two times for month, we have the sessions in a private pool, that is our partner in this project. The University of Oradea is also partner in this project providing the voluntary students that help the childrens to do the movements in water and follow the instructions of the program's coordinator or other's teachers.

We can say, therefore, that sensory swimming is actually a method that, used constantly, will help create the child's well-being through learning with pleasure.

Target Group

- Preschoolers and small schoolers with different types of disabilities from C.Ș.E.I. Cristal
- Cerebral palsy
- Deafblind children
- Multisensory impairments
- Blind children
- Down syndrome

Main Objectives

Kinetherapeutic objectives:

- Increased muscle tone in children with muscle hypotonia
- Decreased muscle spasticity in hypertonic children
- Performing an active movement with resistance due to the mechanical factor
- Increasing the amplitude of the movement
- Improvement of postural tone
- Improving circulation

Psychomotor education:

- relaxation
- experiencing new vestibular sensations / vestibular stimulation
- acquiring new experiences in living the body in an unfamiliar environment
- awareness / experimentation of certain movements in water, an environment in which

any movement, be it small, can be better perceived due to the "resistance" of the environment - stimulating and encouraging movement initiatives

- space exploration, offering new experiences in space exploration
- experiencing the movement of the whole body in an environment with low gravitational force

Sensory stimulation:

- stimulation of experiences in which the entire surface of the body can function as a perceptual organ of somatic stimuli
- basal somatic stimulation
- basal vestibular stimulation, stimulation of proprioceptive experiences
- stimulation of sensory openness through new but fundamental perceptions and sensations at the same time

Emotional-affective benefits:

- stimulation of sensory openness through new but fundamental perceptions and sensations at the same time
- self-confidence
- acceptance and self-esteem
- understanding, encouragement, affection
- creating or strengthening child-intervener, child-parent affective bonds
- establishing social relationships, children will learn from each other through observation and imitation, while enjoying the company of other children, thus developing emotional intelligence.

How we do it

Initial evaluation of the child's interaction with the proposed program

Table 1

Graph of recording the stages of the children's interaction with sensory swimming program

Resist Interaction	Tolerate Interaction	Passive Cooperation	Agree Interaction	Answear To the interaction	Leads interaction	Imitate interaction	Initiate Interaction
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✓

+ At the first session, A. behaves naturally, accepts contact with the water, with the equipment, with the intervener (which is new), lets herself be driven through the pool, continues a simple action started by the intervener even if she does not have very good coordination (eg: the adult moves her legs alternately, she continues).

- A. does not imitate the movements performed by the intervener, she cries when she sees that the father is leaving (until at one point being present on the edge of the pool), she needs an adult to be permanently near her (she does not feel safe in the pool).

Implementation of the programme



SCIMING

Final evaluation of the child's interaction with the proposed program

Table 2

Graph of recording the stages of the children's interaction with sensory swimming program

Resist Interaction	Tolerate Interaction	Passive Cooperation	Agree Interaction	Answear To the interaction	Leads interaction	Imitate interaction	Initiate Interaction



+A. has reached the last stage of interaction. When he has contact with water, he refuses the means of protection (inflatable vest, necklace, etc.) and swims alone using the bras style.

-A. leaves the program, because she will be integrated in mainstream school.

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YOGA

FOR STUDENTS WITH BEHAVIORAL PROBLEMS

General Information

Yoga is a set of practices that connect the body, breath and mind. It includes movements of the body and its segments, breathing movements related to them and their awareness, with the ultimate goal of a general state of well-being.

The benefits of Yoga for children are:

- improves concentration power,
- develops memory,
- improves self-esteem,
- has a positive influence on school performance and classroom behavior,
- reduces anxiety and stress,
- is a means of relaxation,
- provides flexibility to the body.

The "*Yoga for children*" program took place in our institution during three months. By means of it, we followed the development of some activities that create a state of well-being, relaxation, decreasing irritability as well as increasing the ability of children's power of concentration.

We also aimed to inform teachers about the benefits of using Yoga exercises as a method of improving children's well-being and familiarizing them with this technique.

Target group:

The target group was represented by schoolchildren from CSEI "Cristal" Oradea, aiming to reduce their aggressive behaviors and create a sense of well-being.

Main objectives:

- perception of one's own body position
- breathing control
- increasing the ability to concentrate
- improving flexibility
- general relaxation

How we do it

The program was realized by carrying out some activities, individually or in small groups, with the children from CSEI Cristal, on an appropriate musical background. The activities were designed and supported by the physiotherapist teacher. He chose the activities and set the objectives according to the individual characteristics of the students.

In the first part of the activity, simple warm-up exercises were performed from proximal to distal, after that the students were then familiarized with simple postures: standing, ventral decubitus, supine, sitting.

In parallel with learning the postures, breathing exercises were done, emphasizing the awareness of inhalation and exhalation. After familiarizing the children with the postures, they moved on to correlate them with breathing.

At the end of the activities, the children lying on their backs with their eyes closed were instructed to feel their body parts.



YOGA FOR STUDENTS WITH BEHAVIORAL PROBLEMS

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METHODS AND TECHNIQUES FOR INDUCING WELL-BEING WITHIN THE SCHOOL ORGANIZATION

General Information

It often happens that we teachers feel overwhelmed by the multitude of tasks we have to deal with in a day. From the management of the class of students, to the documents we have to deal with on a daily basis, from the thorough preparation of the lessons, to the creative and interactive teaching methods that we use on a daily basis. Thus, we happen to have days when we simply feel that it is too much or too hard (2).

So, teachers' well-being has received much attention over the past decades and it's refers to healthy and successful functioning of teachers at work. In fact, while physical, psychological, and mental health refers more to the lack of impairment, well-being refers more to the ability of teachers to develop a positive though dynamic equilibrium between teachers' resources and their challenges/demands.(environmental, social, individual, physical, mental, psychological).

◆ What can we do to improve well-being? What could be the optimal methods of achieving it? We cannot say for sure, but we can resort to various strategies or methods such as meetings to increase the cohesion of the group of teachers in which to use a series of games, organizing creative workshops on various topics or even relaxation sessions.

Energizers/warm-ups, icebreakers and problem solving games - these types of games provide a friendly framework to associate personal goals that motivate the individual, oriented towards results and usually individual advantages with the creation of a true team spirit, concerned with the performance and success of the group. They aim at collaboration/cooperation and aim to increase the degree of individual participation, form the ability to solve problems collectively and can serve to improve team spirit, abolish barriers and psychological stereotypes, increase self-confidence, the physical and mental condition of participants, increasing solidarity and responsibility (4).

We use the *energizers* for a variety of different reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue. Games that help people to get to know each other and to relax are called *ice breakers*. Other games can be used to help people think through issues and can help to address problems that people may encounter when they are working together (1).

A *creative workshop* is an analogue, digital or mixed form of an event in which a small group of people works together for a limited, compact period within the framework of a joint idea generation process. Workshops are a great possibility to support “creative thinking, discussion, debate, information sharing, problem solving and decision making” (5). More importantly, they also offer a space to satisfy employees’ socio-emotional requirements, which in turn leads to more productive outcomes (5). In other words, if the people participating experience this collaboration as positive, they are more creative and motivated to participate in idea generation. These findings, however, only apply if the workshop is constructed well. If not, a poor workshop design “can result in negative employee dispositions that lower employee

perceptions of their work and well-being as well as negatively impacting organizations bottom line” (5).

For a group to achieve maximum performance and productivity, each person needs to pay close attention to individual well-being. The alert rhythm imposed by working with children places great demands on the body. This request keeps teachers in a more or less perceptible state of overuse, state of excessive muscular tension, nervous consumption above the normal biological state, which leads to the maintenance of an inadequate mental and motor tension, for combating this way of feeling and inducing the "good" one relaxation techniques are a real help.

Progressive muscle relaxation (Jacobson) is a special technique for monitoring and controlling the tension installed in the muscles of the body. This practice involves contracting certain groups of muscles and their subsequent relaxation, in order to become aware of the amount of tension to which the muscle tissues are subjected. Finally, a state of generalized muscle relaxation is achieved, inducing so much good (3).

Target Group

Teachers and school staff .

Main Objectives

- Improving cooperation, mutual respect, dialogue, appreciation
- Increasing group cohesion, performance
- Increasing the quality of educational acts
- Detachments from daily life routines

How we do it

- Ice breaker and energizer games
- Creative workshop activity - *Let's create the ideal school*
- Quick relaxation techniques - *Progressive muscle relaxation Jacobson, Relaxation through touch*





METHODS AND TECHNIQUES FOR INDUCING WELL-BEING

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Contact:



+40-259-417-495



Str. Menumorut, nr. 41
Oradea, 413127



www.centruscolarcristal.ro

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